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ABSTRACT

The Education Opinion Inventory was constructed to measure teachers' and principals' (1) knowledge and (2) acceptance of the theoretical foundations of the nongraded school. The items for the Inventory came from a critical analysis of the literature fundamental to the nongraded school movement: (1) individual differences, (2) pupil evaluation and progress, (3) curriculum, (4) instruction, and (5) organization for learning. These areas formed the subdivisions of the Inventory. In all, 104 items were developed for the five areas: individual differences, pupil evaluation and progress, curriculum, instruction, and organization for learning. Since two types of information are required: (1) knowledge and (2) acceptance of theoretical foundations of the nongraded school movement, each item called for two answers. The rationale for the Inventory is: If the Inventory is to assist educators actively engaged in nongrading the school's instructional program, it should isolate for them areas where the staff's knowledge and/or acceptance of the principles involved is such that it is unlikely for this aspect of nongrading to be operative in the instructional program. The efficient identification of such areas may enable educators to institute procedures to rectify the situation and possibly heighten the chances of having a truly nongraded program in their school. (Author/CK)

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TM 002 277

EDUCATION OPINION INVENTORY

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The Educational Opinion Inventory was constructed to measure teachers' and principals' (1) knowledge and (2) acceptance of the theoretical foundations of the nongraded school. The items for the Inventory came from a critical analysis of the literature fundamental to the nongraded school movement: (a) individual differences; (b) pupil evaluation and progress; (c) curriculum, (d) instruction; and (e) organization for learning. Furthermore, these areas formed the subdivisions of the Inventory. In all, 104 items were developed for the five areas:

Individual Differences	21
Pupil Evaluation and Progress	23
Curriculum	17
Instruction	16
Organization for Learning	27
TOTAL ...	104

Since two types of information is required, (1) knowledge and (2) acceptance of theoretical foundations of the nongraded school movement, each item called for two answers. Here a clear statement of the supporting rationale for the Inventory is necessary. Assumidly, one can not accept what he does not know. This assumption has more than theoretical value, too. If the Inventory is to assist educators actively engaged in nongrading the school's instructional program it should isolate for them areas where the staff's knowledge and/or acceptance of the principles involved is such that it is unlikely for this aspect of nongrading to be operative in the instructional program. The efficient identification of such areas may enable educators to institute procedures to rectify the situation and possibly heighten the chances of having a truly nongraded program in their school.

Content of the Education Opinion Inventory

For administrative purposes, the Inventory was not separated into five distinct sub-tests deliberately because this could produce a respondent mind-set in answering each section. Rather, the items of each sub-test were randomly distributed throughout the instrument. So, while there are five distinct sub-tests to the Inventory, it appears to be one continuous test. The items are distributed by category thusly:

Category	Items	Total Number Of Items
Individual Differences	9, 11, 15, 17, 18, 19, 20, 21, 22, 23, 24, 27, 29, 32, 36, 42, 63, 70, 79, 83, 86	21
Pupil Evaluation and Progress	1, 3, 4, 6, 34, 37, 40, 48, 52, 67, 69, 72, 78, 82, 84, 91, 92, 95, 98, 99, 101, 103, 104	23
Curriculum	2, 8, 33, 41, 44, 45, 51, 53, 55, 56, 59, 68, 74, 77, 85, 89, 96	17
Instruction	26, 28, 30, 38, 43, 46, 47, 58, 61, 71, 73, 75, 81, 88, 90, 100	16
Organization for Learning	5, 7, 10, 12, 13, 14, 16, 25, 31, 35, 39, 49, 50, [illegible], 57, 60, 62, 64, 65, 66, 76, 80, 87, 93, 94, 97, 102	27

Individual difference contains items relating to the identification, accommodation and acceptance of individual differences as they relate to nongrading the school's instructional program. The sub-test contains a wide variety of statements

on learning rates for slow and bright children, differences in learning progress, suitability of materials and instructional techniques for different types of learners and community factors which may relate to individual differences.

Pupil evaluation and progress deals with the position held by the advocates of the nongraded school regarding pupil evaluation and the policies that should govern pupil progress through the school's curriculum. Reporting progress, maintenance of academic standards, pupil ability, achievement and pupil attitude are specific areas covered here.

Curriculum has a broad section of issues relating to the school's obligations to the learner and cover such items as textbook utilization, planning instruction, curriculum models, content areas, scheduling and the goals and organization of curriculum.

Organization for instruction contains many topics frequently discussed by persons interested in nongrading. Grouping procedures, class size, instructional methods and organizational practices are some of the concerns discussed here.

Instructional methods is devoted to media, special techniques for influencing learning as well as generalized and specific instructional practices and techniques.

So the Inventory-user may obtain a clear understanding of the categories and their contents, the following synopsis is presented:

Category	Item Content
Individual Differences	learning rates differences in progress suitability of instructional materials instructional techniques community factors
Pupil Evaluation and Progress	evaluation of pupil progress reporting progress maintaining academic standards ability and achievement pupil attitude

Curriculum	textbooks planning curriculum types subject matter time for learning allocations goals of instruction organization of programs
Instruction	grouping procedures class size instructional methods organizational practices
Organization of Learning	media special problems influencing learning instructional practices and techniques

Directions for Administering

1. Materials needed for the administration of the Inventory are pencils and enough copies of the Inventory for each respondent.

2. Directions for taking the Inventory appear on page one of the instrument and are self-explanatory:

   The purpose of the instrument is to obtain information rather than to evaluate you personally. The statements below relate to the teaching/learning process. Please respond to each statement on the basis of feelings, observations, or experiences.

   Kindly indicate your agreement or disagreement with each statement by marking in the appropriate box in Column I. Then indicate the basis for your opinion by checking the box or boxes in Column II. (Note: you may check more than one box in Column II.)

   Even though you may be uncertain about agreeing or disagreeing with some statements, you should select the answer which generally is supported by your experience, observations or personal feelings. Be sure you mark one box in Column I and one (or more) box in Column II.

3. Be sure examinees understand that more than one box may be marked in Column II.

4. No specific time limits are set for the Inventory, but twenty to thirty minutes should be set aside for administering it.

5. Quiet and freedom from interruptions should be provided and an atmosphere

conducive to soliciting opinions is desired. It is important that examinees do not feel they are being evaluated personally.

6. Provision should be made for an efficient method of returning the Inventories to the examiner.

Scoring

When scoring the Inventory, record the results for each item (1-104) as follows:

Left side of Inventory. -- A correct answer is a response corresponding to the one on the answer key.

"+" --"Agree" is the correct answer
"-" --"Disagree" is the correct answer

Put a check next to each incorrect answer on the Inventory sheet. An answer is marked wrong when both the agree and disagree boxes are marked or when no mark appears in either box for an item.

Record the results on the scoring sheets provided (see Appendix). These sheets contain divided boxes for each item:

Item	Teachers	
	K	L
1		

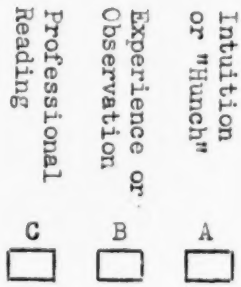
Scores for responses on the left-hand side of the Inventory are recorded in the upper left portion of the box in the following manner:

"1" for a correct answer
"0" for an incorrect answer
A dash (-) for a blank item

Example: Teacher K responded correctly to item 1 on the left-hand side of the Inventory. Teacher L responded incorrectly.

Item	Teachers	
	K	L
1	1	0

Right side of the Inventory. -- Since more than one option could be used to answer the right-hand side of the Inventory a scoring code was developed. The code used the letter designations atop of each column (C, B, A) to assign weighted values to each of the possible combinations of these options. The system is presented below.



Boxes Checked	Value
None (left-side answered)	0
C and B	1
C, B and A	2
C	3
C and A	4
B	5
B and A	6
A	7
None (left-side unanswered)	

Example: Teacher M marks box C only. The weighted value for C alone is 3. Teacher N marks C and A. The value here is 4. Since both teachers responded to the left side of the Inventory for item 1, their scores are recorded as follows:

	Teacher			
Item	M	N	O	P
1	1/3	0/4	-/-	+/0

Teacher O omitted item 1 on both sides of the Inventory. Teacher P answered the left-hand side of the Inventory but not on the right. The differences in the responses of teacher O and teacher P to item 1 are recorded (see illustration).

Acceptance scores are obtained by adding the numbers in the upper box for each item. Knowledge scores are calculated by adding the numbers recorded in the lower part of each box. Part scores for each of the five sub-sections of the Inventory are obtained by adding the scores for the items in each category. Individual item scores are the row total, the addition of each teachers' scores for the acceptance and the knowledge portions of the Inventory.

The Author of the Test

William P. McLoughlin, Ed. D. degree from Columbia University, Teachers College, Professor of Education at St. John's University and Principal Investigator for New York State Education Department evaluation of the nongraded primary. Formerly Assistant Dean of the Graduate Division of the School of Education and Chairman of the Department of Administration and Supervision at St. John's University, elementary school principal, elementary school teacher, and associate director of the Research Training Program of the New York State Department of Education. Publications include books, articles, research reports, and measuring instruments to use in evaluation of the nongraded school.

Reliability

Teachers from two elementary schools in two Long Island school districts were pre and post-tested with the Education Opinion Inventory. Since the teachers

represented two populations they were considered as two independent groups (A & B) for testing reliability.

The Kuder-Richardson Formula No. 20 was employed for estimating the reliability of each of the five parts of the Inventory.

TABLE I

RELIABILITY OF PARTS OF THE EDUCATION OPINION INVENTORY FOR TWO SCHOOLS

Groups	Parts				
	I	II	III	IV	V
A	.92	.94	.87	.84	.81
B	.89	.96	.90	.87	.79

High coefficients resulted for both groups on two administrations indicating the reliability of the instrument to measure the teachers' opinions regarding the principles of nongrading.

Additionally, correlations were run for all subjects taking part in the nongraded project. The Education Opinion Inventory was administered three times and each administration was considered separately.

TABLE II

RELIABILITY OF PARTS OF THE EDUCATION OPINION INVENTORY FOR THREE ADMINISTRATIONS

Administrations	Parts				
	I	II	III	IV	V
First	.89	.78	.76	.76	.88
Second	.84	.81	.84	.77	.83
Third	.86	.87	.82	.82	.81

Again, these repeatedly high coefficients increase the confidence in the Inventory's reliability for measuring teachers' opinions regarding the principles of nongrading. Since the three administrations of the Inventory were spaced at yearly intervals, the ability of the instrument to measure consistently over long periods of time is demonstrated.

Item Analysis

The item analysis included only responses of teachers for whom complete data for all three administrations of the Inventory were available. Coefficients of correlation were calculated for each test item (104) and for each of the test's five sub-sections over all eight possible response categories with the responses for the total test.

All correlations were positive and ranged from .42 to .99. The coefficients for all items appear in Table III below:

TABLE III

ITEM ANALYSIS FOR THE EDUCATION OPINION INVENTORY

SUB-TEST I	Administration					
Item	First		Second		Third	
	Sub-test	Total	Sub-test	Total	Sub-test	Total
9	.84	.83	.82	.84	.78	.81
11	.81	.78	.81	.80	.91	.89
15	.65	.71	.76	.72	.92	.87
17	.69	.77	.61	.74	.88	.84
18	.66	.78	.95	.97	.81	.85
19	.82	.88	.89	.92	.82	.80
20	.89	.84	.91	.90	.81	.82
21	.94	.96	.87	.89	.83	.80
22	.92	.88	.84	.92	.81	.78

SUB-TEST I - continued

Item	Administration					
	First		Second		Third	
	Sub-test	Total	Sub-test	Total	Sub-test	Total
23	.76	.64	.77	.79	.76	.74
24	.62	.69	.82	.81	.82	.81
27	.72	.78	.94	.92	.89	.92
29	.69	.67	.90	.89	.99	.99
32	.71	.75	.94	.88	.96	.92
36	.68	.82	.82	.83	.87	.84
42	.88	.84	.89	.91	.91	.94
63	.81	.80	.84	.87	.92	.87
70	.78	.84	.92	.93	.90	.93
79	.75	.69	.81	.79	.86	.83
83	.68	.71	.84	.84	.78	.79
86	.91	.92	.96	.95	.97	.96
Total	-	.87	-	.99	-	.99
SUB-TEST II						
1	.94	.94	.89	.88	.88	.91
3	.92	.89	.90	.89	.93	.94
4	.89	.89	.91	.90	.98	.98
6	.78	.76	.88	.89	.83	.80
34	.81	.82	.78	.81	.88	.87
37	.65	.62	.81	.80	.97	.97
40	.83	.79	.80	.76	.81	.80
48	.81	.84	.87	.83	.78	.77

SUB-TEST II - continued

Item	Administration					
	First		Second		Third	
	Sub-Test	Total	Sub-test	Total	Sub-test	Total
52	.94	.95	.71	.74	.69	.71
67	.92	.92	.67	.65	.73	.74
69	.91	.90	.92	.99	.72	.71
72	.89	.88	.96	.94	.86	.84
78	.96	.98	.81	.85	.80	.78
82	.92	.91	.82	.83	.84	.80
84	.90	.88	.76	.84	.80	.85
91	.74	.78	.62	.75	.75	.77
92	.73	.77	.85	.88	.76	.74
95	.91	.92	.80	.79	.72	.79
98	.90	.88	.91	.88	.73	.72
99	.93	.92	.90	.94	.77	.74
101	.91	.91	.90	.92	.88	.83
103	.94	.87	.89	.87	.86	.82
104	.90	.88	.81	.80	.86	.91
Total	-	.83	-	.84	-	.88
SUB-TEST III						
2	.90	.90	.85	.84	.93	.93
8	.94	.92	.81	.83	.92	.90
33	.93	.91	.82	.80	.90	.89
41	.90	.90	.80	.79	.80	.79
44	.75	.75	.83	.82	.89	.89
45	.89	.88	.85	.87	.93	.92
51	.91	.90	.91	.94	.86	.88

SUB-TEST III - continued

Item	Administration					
	First		Second		Third	
	Sub-test	Total	Sub-test	Total	Sub-test	Total
53	.82	.81	.90	.89	.84	.87
55	.47	.42	.65	.60	.59	.57
56	.62	.71	.92	.91	.73	.72
59	.89	.87	.93	.92	.64	.78
68	.88	.86	.94	.92	.81	.80
74	.80	.82	.98	.99	.67	.73
77	.97	.98	.90	.87	.74	.75
85	.89	.88	.87	.86	.87	.87
89	.94	.90	.93	.90	.84	.86
96	.90	.88	.94	.90	.80	.83
Total	-	.87	-	.92	-	.88
SUB-TEST IV						
26	.91	.90	.90	.96	.83	.82
28	.93	.92	.87	.82	.81	.84
30	.89	.88	.74	.70	.82	.83
38	.86	.84	.73	.80	.92	.90
43	.83	.82	.76	.81	.91	.87
46	.80	.79	.83	.79	.97	.97
47	.67	.68	.75	.76	.83	.84
58	.68	.79	.68	.73	.83	.84
61	.89	.86	.74	.75	.99	.99
71	.88	.84	.62	.69	.89	.82

SUB-TEST IV - continued

Item	Administration					
	First		Second		Third	
73	.83	.87	.77	.75	.97	.97
75	.79	.82	.73	.76	.96	.96
81	.84	.86	.91	.92	.88	.89
88	.90	.89	.90	.90	.94	.93
90	.88	.83	.92	.91	.96	.94
100	.91	.85	.89	.88	.90	.91
Total	-	.78	-	.84	-	.87
SUB-TEST V						
5	.61	.64	.69	.70	.72	.73
7	.83	.82	.81	.89	.83	.80
10	.86	.87	.80	.78	.94	.93
12	.93	.94	.92	.92	.90	.87
13	.90	.87	.69	.74	.84	.80
14	.95	.96	.93	.94	.91	.92
16	.93	.94	.88	.84	.83	.89
25	.88	.87	.92	.88	.89	.88
31	.86	.82	.77	.75	.86	.85
35	.91	.89	.79	.84	.81	.82
39	.87	.88	.83	.81	.96	.96
49	.84	.86	.76	.75	.99	.98
50	.82	.81	.62	.66	.72	.73
54	.92	.92	.80	.77	.69	.72
57	.96	.95	.78	.69	.77	.78

SUB-TEST V - continued

Item	Administration					
	First		Second		Third	
	Sub-test	Total	Sub-test	Total	Sub-test	Total
60	.93	.89	.83	.88	.75	.75
62	.84	.87	.84	.84	.69	.72
64	.83	.82	.91	.91	.84	.80
65	.86	.84	.64	.63	.77	.73
66	.95	.94	.77	.74	.76	.70
76	.76	.74	.89	.88	.84	.80
80	.87	.86	.82	.81	.81	.85
87	.87	.87	.92	.92	.89	.93
93	.97	.93	.91	.87	.90	.87
94	.82	.84	.83	.78	.69	.64
97	.83	.76	.69	.71	.72	.85
102	.80	.81	.79	.79	.98	.97
Total		.84		.88		.87

Percentage distributions of the teachers' selections among the eight possible responses for each of the five sub-sections of the knowledge portion of the Inventory were constructed. These are presented in Table IV.

TABLE IV

DISTRIBUTION BY PERCENTAGE OF TEACHER RESPONSE AMONG THE EIGHT OPTIONS ON THE KNOWLEDGE SCALE OF THE EDUCATION OPINION INVENTORY

Inventory Sub-section	Response Options							
	CB	CBA	C	CA	B	BA	A	No. Ans.
1	25.30%	1.41%	5.68%	.38%	50.55%	4.91%	9.87%	1.90%
2	21.81	1.84	4.90	.59	53.43	5.04	9.81	2.57
3	22.31	1.32	6.82	.80	51.29	4.19	11.06	2.21
4	23.30	2.05	4.45	.80	52.65	4.80	10.25	1.70
5	21.99	1.16	5.60	.53	53.93	4.74	10.16	1.90
Total Test	22.87%	1.52%	5.48%	.60%	52.51%	4.76%	10.18%	2.07%

Clearly, the distributions are asymetric. Nearly three quarters of the responses cluster in two categories, CB and B. This concentration of responses may contribute to the high correlation coefficients reported above. Clearly, experience is the method most consistently reported by teachers for acquiring information on the nongraded school.

Concurrent Validity

The classroom instructional practices of teachers (N=138) were observed and rated by five to eight independent observers. Nongraded Primaries in Action, a standardized guide for rating the extent to which teachers implement the principles of the nongraded school in providing for individual differences, was used for this purpose. It has twenty-three items subsumed under six large subdivisions complementing those in the Education Opinion Inventory:

Subdivisions	No. of Items
Identifying Individual Differences	4
Pacing Instruction	4
Materials of Instruction	4
Library Services	3
Adjusting Learning Time	4
Classroom Organization	4
	23

The median ratings for the total number of combined observations were computed for all teachers on each sub-section of Nongraded Primaries in Action. Similarly, mean scores were obtained for the sub-sections of the Education Opinion Inventory. The resulting medians and means were compared with a point-biserial correlation. Coefficients were weak and ranged from -.11 to .32, suggesting there is

little or no relation between a teacher's knowledge of the principles of nongrading and her ability to implement these principles in her teaching.

TABLE V

RELATIONSHIPS BETWEEN SUB-SECTIONS OF THE EDUCATION OPINION INVENTORY AND NONGRADED PRIMARIES IN ACTION (N=138)

	Nongraded Primaries in Action						Standard Deviation
Opinion Inventory	I	II	III	IV	V	VI	
I	-.05	-.03	-.02	.32**	.17	.13	20.44
II	-.05	.00	.00	.29**	.13	.13	22.45
III	-.01	.05	.07	.33**	.13	.11	16.73
IV	-.08	.03	.04	.32**	.13	.14	15.50
V	-.11	.01	-.03	.26*	.11	.09	25.43

** Significant at the .01 level of confidence
* Significant at the .05 level of confidence

Coefficients, for example, correlating practices in identifying Individual Differences (I) compare weakly and negatively with the five sub-sections of the Education Opinion Inventory suggesting that teachers might very well know the teachings of the nongraded school movement on individual differences but find difficulty in doing much about these differences in their daily teaching. Conversely, the coefficients resulting from the correlation of the Library Services sub-section of Nongraded Primaries in Action with the Education Opinion Inventory produces significant coefficients suggesting the emphasis placed on diversified materials of instruction in achieving the goals of the nongraded school.

But, generally, one expects weak relations between teachers' knowledge of the principles of the nongraded school movement and their daily teaching practices for just as it takes time to learn these principles it requires time to develop instructional techniques to make them operational in the classroom. Therefore, the prospects of achieving nongraded instruction in any large measure are poor where teachers are relatively inexperienced since experience with nongrading has not caught up with their knowledge of its teaching.

APPENDIX

Education Opinion Inventory

Scoring Key

School Record Sheet

SCORING KEY

1.	-	22.	-	43.	-	64.	-	85.	-
2.	+	23.	+	44.	-	65.	-	86.	-
3.	-	24.	-	45.	-	66.	-	87.	+
4.	+	25.	-	46.	-	67.	+	88.	+
5.	-	26.	-	47.	+	68.	+	89.	-
6.	-	27.	-	48.	-	69.	-	90.	+
7.	-	28.	-	49.	-	70.	-	91.	-
8.	+	29.	+	50.	-	71.	-	92.	+
9.	-	30.	+	51.	+	72.	-	93.	-
10.	+	31.	-	52.	-	73.	-	94.	-
11.	-	32.	-	53.	-	74.	+	95.	-
12.	-	33.	-	54.	-	75.	-	96.	-
13.	+	34.	-	55.	+	76.	-	97.	+
14.	-	35.	-	56.	-	77.	-	98.	+
15.	-	36.	-	57.	-	78.	-	99.	-
16.	-	37.	-	58.	-	79.	-	100.	-
17.	+	38.	-	59.	+	80.	-	101.	+
18.	-	39.	-	60.	-	81.	+	102.	-
19.	-	40.	-	61.	-	82.	-	103.	-
20.	-	41.	-	62.	-	83.	-	104.	+
21.	-	42.	+	63.	-	84.	-		

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EDUCATION OPINION INVENTORY

Name _____ Code Number _____

School District _____ School _____

Position _____ Level or grade _____ Year of Birth _____

Teachers and Principals

Teaching Experience

Level	Yrs. Graded +	Yrs. Non-Gr.	Total Years
Primary (K-3)			
Intermediate (4-6)			
Junior H.S. (7-9)			
High School (10-12)			

Student Teaching

grade _____

If secondary School subject taught _____

Education: (check one)

- ☐ No Degree
- ☐ Bachelors
- ☐ Bachelors + 30 or more hrs.
- ☐ Masters
- ☐ Masters + 30 or more hours
- ☐ Doctorate

Area of Major Preparation

	College	Post-college
Primary	☐	☐
Intermediate	☐	☐
Junior H.S.	☐	☐
Senior H.S.	☐	☐

Other (specify) _____

Building Principals Only

Administrative Preparation

Area		Approximate number of semester hrs.
Elementary	☐	
Junior H.S.	☐	
Senior H.S.	☐	
Central Office	☐	

Administrative Experience

	(with non-graded primary) +	(without nongraded primary)	Total
Elementary			
Junior High School			
Senior High School			
Central Office			

Number of years in present position _____

DIRECTIONS:

The purpose of the instrument is to obtain information rather than to evaluate you personally. The statements below relate to the teaching-learning process. Please respond to each statement on the bases of feelings, observations, or experiences.

Kindly indicate your agreement or disagreement with each statement by marking in the appropriate box in Column I. Then indicate the basis for your opinion by checking the box or boxes in Column II. (Note: you may check more than one box in Column II.)

Even though you may be uncertain about agreeing or disagreeing with some statements, you should select the answer which generally is supported by your experience, observations or personal feelings. Be sure you mark one box in Column I and one (or more) box in Column II.

Column I			Column II		
			My Response is Based Upon		
Agree	Disagree		Professional Reading	Experience or Observation	Intuition or "Hunch"
☐	☑	1. To evaluate pupils fairly, teachers need their I.Q.'s.	☐	☐	☐
☑	☐	2. Curriculums organized around broad themes encourage the interrelatedness of learning throughout the elementary school.	☐	☐	☐
☐	☑	3. Skipping bright pupils contributes most to continuous learning progress.	☐	☐	☐
☑	☐	4. Parents see parent-teacher conferences as the most fruitful means of reporting pupil progress.	☐	☐	☐
☐	☑	5. Media such as programmed instruction and automated learning devices have little practical application to the learning needs of most pupils.	☐	☐	☐
☐	☑	6. Pupil achievement is best assessed by using grade norms on standardized tests.	☐	☐	☐

BE SURE THAT YOU MARK ONE BOX IN COLUMN I

AND ONE OR MORE BOXES IN COLUMN II

Column I			Column II		
			My Response is Based Upon		
Agree	Disagree		Professional Reading	Experience or Observation	Intuition or "Hunch"
☐	☑	7. Good teachers usually devote most of their time to children with special learning problems.	☐	☐	☐
☑	☐	8. The curriculum in most schools is more highly related to grade placement practices than it is to children's learning needs.	☐	☐	☐
☐	☑	9. When sound instructional techniques are used most elementary school children achieve at grade level.	☐	☐	☐
☑	☐	10. Discipline problems tend to increase when teachers assume most of the responsibility for directing the learning process.	☐	☐	☐
☐	☑	11. Beginning with the first year of school, the teacher has an obligation to inform parents about their children's limitations and potentials for scholastic success.	☐	☐	☐
☐	☑	12. When making assignments, minimal common tasks should be set for all and enrichment exercises provided for the higher ability pupils.	☐	☐	☐
☑	☐	13. Most teachers have little conception of how to provide for individual differences.	☐	☐	☐
☐	☑	14. Small group instruction is valuable as a motivational device but adds relatively little to achieving learning goals.	☐	☐	☐
☐	☑	15. The greatest spread of pupil achievement is found in science and mathematics.	☐	☐	☐

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BE SURE THAT YOU MARK ONE BOX IN COLUMN I

AND ONE OR MORE BOXES IN COLUMN II

Column I			Column II		
			My Response is Based Upon		
Agree	Disagree		Professional Reading	Experience or Observation	Intuition or "Hunch"
☐	☑	16. Providing learning for children in which they are usually successful tends to develop in them unrealistic notions of their ability.	☐	☐	☐
☑	☐	17. Typically, first-graders have a spread of at least four years in readiness to learn.	☐	☐	☐
☐	☑	18. A child achieving at the second-grade level on a reading achievement test will achieve at the third-grade level next year.	☐	☐	☐
☐	☑	19. Teachers have difficulty in keeping bright children from overextending their energies and capabilities.	☐	☐	☐
☐	☑	20. Procrastination, more than any other single factor, relates to lack of learning progress.	☐	☐	☐
☐	☑	21. Pupils disliking school usually come from homes where education is not valued.	☐	☐	☐
☐	☑	22. Curiosity and imagination tend to emerge as children proceed through the elementary school.	☐	☐	☐
☑	☐	23. Community factors influence children's success in school nearly as much as their ability.	☐	☐	☐
☐	☑	24. Elementary school children can be expected to maintain a uniform rate of achievement from year to year.	☐	☐	☐

BE SURE THAT YOU MARK ONE BOX IN COLUMN I

AND ONE OR MORE BOXES IN COLUMN II

Column I			Column II		
			My Response is Based Upon		
Agree	Disagree		Professional Reading	Experience or Observation	Intuition or "Hunch"
☐	☑	25. The greatest value of free time periods during the school day is that slow pupils can complete assignments while brighter pupils pursue special interests.	☐	☐	☐
☐	☑	26. Ability grouping eliminates the problems of individual differences in most classrooms.	☐	☐	☐
☐	☑	27. Bright children uninterested in school generally have relatively serious emotional problems.	☐	☐	☐
☐	☑	28. Group cohesiveness is lost when children in a classroom are not of approximately the same age.	☐	☐	☐
☑	☐	29. Pupils not achieving at grade level are usually socially maladjusted.	☐	☐	☐
☑	☐	30. Grouping by a pupil's attainment is most appropriate in the skills subjects such as reading and arithmetic.	☐	☐	☐
☐	☑	31. Bright pupils usually need less guidance in learning than slow pupils.	☐	☐	☐
☐	☑	32. Pupil achievement is best viewed as consistent advancement in the various developmental areas.	☐	☐	☐
☐	☑	33. The greatest contribution of today's textbooks is that they define the content to be covered at each grade level.	☐	☐	☐
☐	☑	34. Knowing whether a child is bright, average, or slow is necessary if a program of continuous learning is to be provided.	☐	☐	☐

BE SURE THAT YOU MARK ONE BOX IN COLUMN I

AND ONE OR MORE BOXES IN COLUMN II

Column I			Column II		
			My Response is Based Upon		
Agree	Disagree		Professional Reading	Experience or Observation	Intuition or "Hunch"
☐	☑	35. Children should concentrate their study on their poorest subjects.	☐	☐	☐
☐	☑	36. Individual differences in learning tend to decrease as pupils progress through the elementary school.	☐	☐	☐
☐	☑	37. Children retained in the same grade more than one year generally develop more positive attitudes towards school.	☐	☐	☐
☐	☑	38. Ability grouping is the most effective method of grouping to promote learning.	☐	☐	☐
☐	☑	39. Slow pupils wishing to attack problems beyond their ability must be tactfully reminded of their limitations.	☐	☐	☐
☐	☑	40. Retaining low achievers in grade usually increases achievement the following year.	☐	☐	☐
☐	☑	41. Most standard textbooks are suitable to the needs of a given classroom group.	☐	☐	☐
☑	☐	42. Variations in pupil ability and achievement within a given classroom conflict with grade-level designations.	☐	☐	☐
☐	☑	43. Class size has little effect on learning regardless of the instructional methods used.	☐	☐	☐
☐	☑	44. The major instructional goal of the elementary school is to prepare pupils for high school and college.	☐	☐	☐

BE SURE THAT YOU MARK ONE BOX IN COLUMN I

AND ONE OR MORE BOXES IN COLUMN II

Column I			Column II		
			My Response is Based Upon		
Agree	Disagree		Professional Reading	Experience or Observation	Intuition or "Hunch"
☐	☑	45. Listing specific topics which are to be taught at each grade level is necessary if teachers are to plan meaningful activities for the pupils.	☐	☐	☐
☐	☑	46. Slow learners in a classroom inhibit the progress of the others in the classroom.	☐	☐	☐
☑	☐	47. Team teaching contributes to greater flexibility in the learning process.	☐	☐	☐
☐	☑	48. Children feel secure when they know the grade standards they are expected to meet.	☐	☐	☐
☐	☑	49. Penalties should be imposed on pupils failing to complete their classwork on time.	☐	☐	☐
☐	☑	50. Remedial classes are the best means of helping pupils with special learning problems.	☐	☐	☐
☑	☐	51. Curriculums organized by sequential steps discourage needless overlapping.	☐	☐	☐
☐	☑	52. Since slow pupils prefer associating with younger children, they generally profit when retained.	☐	☐	☐
☐	☑	53. One of the greatest contributions to learning and instruction has been the publication of materials designed for each grade.	☐	☐	☐
☐	☑	54. If a teacher believes a pupil's learning ambitions exceed his capabilities, she should encourage the pupil's parents to discourage his aspirations.	☐	☐	☐

BE SURE THAT YOU MARK ONE BOX IN COLUMN I

AND ONE OR MORE BOXES IN COLUMN II

Column I			Column II		
Agree	Disagree		My Response is Based Upon		
			Professional Reading	Experience or Observation	Intuition or "Hunch"
☑	☐	55. Modern concepts of curriculum and instruction see teachers as resource persons rather than transmitters of knowledge.	☐	☐	☐
☐	☑	56. While different textbooks are valuable in teaching reading, pupils should be exposed to the same basic textbook in such content fields as science and social studies.	☐	☐	☐
☐	☑	57. Allowing pupils to determine their own learning rates increases interest but lowers achievement.	☐	☐	☐
☐	☑	58. Ability grouping benefits the slow and gifted pupils most.	☐	☐	☐
☑	☐	59. Organizing the curriculum around long-range goals is more fruitful than concentrating on specific learning to be achieved in each grade.	☐	☐	☐
☐	☑	60. Problem solving and discovery techniques have little application to pupils with below average ability.	☐	☐	☐
☐	☑	61. Moving pupils from group to group or classroom to classroom adversely effects their learning progress.	☐	☐	☐
☐	☑	62. While children's interests should be considered in planning learning experiences, grouping by interest has little value.	☐	☐	☐
☐	☑	63. Pupils at the lower end of the achievement continuum are uniformly poor in their subjects.	☐	☐	☐

BE SURE THAT YOU MARK ONE BOX IN COLUMN I

AND ONE OR MORE BOXES IN COLUMN II

Column I			Column II		
			My Response Is Based Upon		
Agree	Disagree		Professional Reading	Experience or Observation	Intuition or "Hunch"
☐	☑	64. Individualized instruction is advantageous in some situations, but pupils generally profit more from group instruction.	☐	☐	☐
☐	☑	65. Learning goals are obscured when a variety of activities are being carried on simultaneously during a given class period.	☐	☐	☐
☐	☑	66. Indicating to slow learners the advantage of working with other slow learners is more realistic than stressing with them their potential for success.	☐	☐	☐
☑	☐	67. Mental age is the best criterion to use in assessing learning readiness.	☐	☐	☐
☑	☐	68. Each of the subjects to which pupils are exposed should be considered of unique importance.	☐	☐	☐
☐	☑	69. For maximum learning, standards at the various grade levels must be adhered to by each pupil.	☐	☐	☐
☐	☑	70. Most parents overemphasize their children's needs in regard to school learning.	☐	☐	☐
☐	☑	71. Teachers should realize that some children profit little from organized learning programs.	☐	☐	☐
☐	☑	72. Informing parents of their child's rank in class probably provides them with the most helpful information about his learning status.	☐	☐	☐

BE SURE THAT YOU MARK ONE BOX IN COLUMN I

AND ONE OR MORE BOXES IN COLUMN II

Column I			Column II		
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Agree	Disagree		Professional Reading	Experience or Observation	Intuition or "Hunch"
☐	☑	73. Third grade teachers cannot be expected to teach pupils achieving at the second grade level.	☐	☐	☐
☑	☐	74. During a specified time, pupils generally learn less if they study several topics rather than one topic in depth.	☐	☐	☐
☐	☑	75. While present instructional patterns and practices are out of step with the needs of some pupils, the typical school program meets the needs of most pupils.	☐	☐	☐
☐	☑	76. Pupil-teacher planning contributes more to fostering democratic processes than it does to fostering effective learning.	☐	☐	☐
☐	☑	77. If teachers do not adhere to relatively rigid time schedules during the school year, important learnings needed by the pupil are not attained.	☐	☐	☐
☐	☑	78. Nonpromoted pupils generally have higher aspiration to achieve than do promoted pupils of similar ability.	☐	☐	☐
☐	☑	79. Children's rates of development are relatively uniform.	☐	☐	☐
☐	☑	80. Much individualized learning is unsound because it destroys pupils' natural urge to compete with their peers.	☐	☐	☐
☑	☐	81. Pupils' learning problems often are more highly related to school organizational patterns and practices than they are to teaching methods.	☐	☐	☐

BE SURE THAT YOU MARK ONE BOX IN COLUMN I

AND ONE OR MORE BOXES IN COLUMN II

Column I			Column II		
Agree	Disagree		My Response Is Based Upon		
			Professional Reading	Experience or Observation	Intuition or "Hunch"
☐	☑	82. By the end of the primary grades, children should have mastered the fundamental skills in reading and arithmetic.	☐	☐	☐
☐	☑	83. If more consistent promotion and acceleration policies were followed in the elementary school, teachers in the secondary school would have fewer problems related to variations in student achievement.	☐	☐	☐
☐	☑	84. Using percentages or letter grades on report cards is the best reporting method since it maintains pupil motivation to achieve.	☐	☐	☐
☐	☑	85. Pupil learning is more consistent and more extensive in schools allotting each major school subject the same amount of time.	☐	☐	☐
☐	☑	86. Pupil achievement tends to remain constant from subject to subject.	☐	☐	☐
☑	☐	87. Inductive learning generally is more applicable to the content fields than to a skill subject such as arithmetic.	☐	☐	☐
☑	☐	88. Flexibility in administrative and instructional practices and procedures encourage continuous learning.	☐	☐	☐
☐	☑	89. Classroom goals are best left to the province of the teacher.	☐	☐	☐
☑	☐	90. Grouping in reading is stressed more than grouping in other subjects.	☐	☐	☐
☐	☑	91. There are concepts and skills which must be mastered at each grade level if the pupil is to progress in school.	☐	☐	☐

BE SURE THAT YOU MARK ONE BOX IN COLUMN I

AND ONE OR MORE BOXES IN COLUMN II

Column I			Column II		
Agree	Disagree		My Response Is Based Upon		
			Professional Reading	Experience or Observation	Intuition or "Hunch"
☑	☐	92. Low achievement, rather than low ability, is the most frequent reason for not promoting pupils.	☐	☐	☐
☐	☑	93. Independent study has greater application to the needs of bright pupils than to the needs of average and slow pupils.	☐	☐	☐
☐	☑	94. The pupil with problems in a skill subject such as arithmetic needs systematic drill to overcome his learning difficulties.	☐	☐	☐
☐	☑	95. It is unfair to children meeting grade level standards to promote those not achieving at grade level.	☐	☐	☐
☐	☑	96. Curriculum programs sequentially organized tend to inhibit individual pupil progress.	☐	☐	☐
☑	☐	97. Usually, children are not given sufficient responsibility for establishing and pursuing their learning goals.	☐	☐	☐
☑	☐	98. Teachers prone to assigning failing marks to children in the primary grades have an erroneous idea of the learning process.	☐	☐	☐
☐	☑	99. Specific achievement standards must be maintained if a school is to be considered a good school.	☐	☐	☐
☐	☑	100. Grading practices are simplified in a homogeneously grouped classroom.	☐	☐	☐

BE SURE THAT YOU MARK ONE BOX IN COLUMN I

AND ONE OR MORE BOXES IN COLUMN II

Column I			Column II		
Agree	Disagree		My Response Is Based Upon		
			Professional Reading	Experience or Observation	Intuition or "Hunch"
☑	☐	101. The traditional report card is subject to misinterpretation by most parents.	☐	☐	☐
☐	☑	102. Displaying "perfect papers" is an excellent motivational device.	☐	☐	☐
☐	☐	103. If ability grouping is used, care should be taken to make certain that the grades given to the high ability groups are higher than those given to the low ability groups.	☐	☐	☐
☐	☐	104. Pupils expressing opinions similar to those held by their teacher tend to be evaluated more positively than those who do not.	☐	☐	☐